WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

CAREER AND TECHNICAL EDUCATION TEAM

INSTRUCTIONS FOR COMPLETING CARL PERKINS FORMULA ALLOCATION APPLICATION FOR SINGLE DISTRICTS (PI-1303)

Revised 09/08

Design of the *2009-2010 Carl Perkins Formula Allocation Application* for *Single Districts* (PI-1303, Rev. 09-08)

The form is comprised of the following sections:

Section I: **Administrative Provisions**
Part A—Cover Sheet
Part B—General Assurances
Part C—Certification

Section II: **Workforce Development**

Section III: **Career and Technical Education (CTE) Program Description**

Section IV: **Professional Development**

Section V: **School Counseling and Career Development**

Section VI: **Stakeholder Involvement**

Section VII: **Evaluation**

Section VIII: **Special Populations**

Section IX: **Compliance with Core Indicators and State Initiatives**

Section X: **Programs of Study**
Part A—Program of Study Chart
Part B—Program of Study Description
Part C—Program of Study Operational Plan

Section XI: **Summary of Use of Funds**

Beginning in 2009-10, Sections II, III, IV, V, VI, VII, and VIII of this application will be approved for three fiscal years; i.e., 2009-10, 2010-11, and 2011-12.

Beginning in 2010-11, Sections I, IX, X, and XI will be incorporated into a separate application form, *PI-1303-C (Carl Perkins Formula Allocation Application for Single Districts/Annual Request for Program of Study Funds).*

DIRECTIONS

In preparation for application development, each applicant should do the following:

1) **Turn on the show/hide button** located on the **Standard Toolbar** [It looks like a paragraph symbol. (¶)]. When you turn on the show/hide button, the applicant will see the areas on the template that need to be completed. (°°°°°)

2) **Tab** to each field of the template **(do not mouse unless requested to do so)** and enter the appropriate information in **each** cell following the directions below.

3) **Application and budget submittal**

   - The application, budget and two (minimum) *Excel* workbooks, and one (minimum) *Word file* must be **burned to a CD** and mailed to address below.

4) **Signature pages**

Print two additional sets of signature pages, **page** 2 and 15 of the application. Obtain **three** sets of original signatures (i.e., three **original** *Certification* signatures; three **original** *CTE Representative Secondary Teacher for the Program of Study* signatures). The applicant retains one set of original signatures in the applicant's office files.

- Submit **two original signature pages** to:

  Wisconsin Department of Public Instruction
  Attn: Marilyn Bachim
  Career and Technical Education Team
  P. O. Box 7841
  Madison, WI 53707-7841

Cell-by-Cell Template Directions

Section I—Administrative Provisions

This section provides a variety of information needed for local and state administration of the grant; such as, information on the name of the school district eligible to receive the grant and signatures of local school officials.

Part A—Cover Sheet

Applicant Agency Name
Enter the legal name of the institution that is eligible to receive the grant.

District (4-digit) Code
Enter the DPI-assigned four-digit code for the school district.

LVEC/CTE Coordinator Name
Enter the full name of the Local Vocational Education/CTE Coordinator for the application.

LVEC/CTE Coordinator Agency Address Building Name
Enter the name of the building where the Local Vocational Education/CTE Coordinator is housed.

Street Address
Enter the name of the street on which the building of the Local Vocational Education/CTE Coordinator is located.

City
Enter the name of the city in which the building of the Local Vocational Education/CTE Coordinator is located.

Zip
Enter the U S postal-assigned code for the city of the Local Vocational Education/CTE Coordinator.

LVEC/CTE Coordinator Phone Area/No.
Enter the three-digit area code and seven-digit telephone number of the Local Vocational Education/CTE Coordinator for the school district.

LVEC/CTE Coordinator Fax Area/No.
Enter the three-digit area code and seven-digit fax number of the Local Vocational Education/CTE Coordinator for the school district.

LVEC/CTE Coordinator E-Mail
Enter the electronic mailing address of the Local Vocational Education/CTE Coordinator for the school district.

Part B—General Assurances

General assurances are those items that are required under CPA 4, EDGAR (Education Department General Administrative Regulations), GEPA (General Education Provisions Act), or related laws for which the school district is required to provide documentation in the event of an audit. Typically, these documents are **not** submitted with the application. *General Assurance* #2and #3 addresses eligibility assurances for CPA 4. The applicant and signing authorities should read and fully understand each assurance.

Part C—Certification/Signatures

By signing, the applicant certifies that all information is true and correct; agrees to comply with federal/state regulations regarding maintenance of records; agrees to maintain documentation of general assurances at the local level; and conducts all approved programs in accordance with state and federal laws, rules, and regulations.

Name and Title of Fiscal Agent Administrator for Project Typed
Type the name **and** title of the district administrator that will act as fiscal agent for the *2009-2010 Carl Perkins Formula Allocation Application for Single Districts.*

Signature of Fiscal Agent Administrator for Project
Page 2 must bear the **original** signature of the Fiscal Agent Administrator **and** must be dated and signed.

Name and Title of Administrator Responsible for Project (LVEC/CTE Coordinator) Typed
Type the name **and** title of the Local Vocational Education/CTE Coordinator.

Signature of Administrator Responsible for Project (LVEC/CTE Coordinator)
Page 2 must bear the **original** signature of the Administrator Responsible for Project *(LVEC/CTE Coordinator)* **and** must be dated and signed.

Section II—Workforce Development

Workforce Development—*A comprehensive description (with source citation) of basic demographic and workforce data and economic/workforce development plans for the community/region.*

This section provides a comprehensive description (with source citations) of basic demographic and workforce data and economic/workforce development plans for a community or region. An example of a WIA (Workforce Investment Act) region would be the Workforce Development Board.

1. Provide **current** population demographics including data by sex and race

The applicant must provide current population demographics by sex and race.

Resources available to assist eligible recipients in gathering information regarding status are as follows:

Workforce Development Board Labor Market Status and Trends (economic and business/industry growth including high skill, high wage, or high demand occupations for the region, workforce observations, and contact information for Workforce Development Board staff.): http://dwd.wisconsin.gov/oea/wda_map.htm

Samples of sources for demographic information used in 2007-08 CPA applications:

Wisconsin Department of Workforce Development – Area WDB Projections
Local Chamber of Commerce
US Census Bureau—Local Employment Dynamics
US Census Bureau—American FactFinder I
Worknet
US Department of Labor, Bureau of Labor Statistics
Milwaukee 7, Choosemilwaukee.com
WiState
UW Extension—Applied Population Lab
WDPI—WINNS
Yahoo Real Estate Website
Milwaukee Journal Sentinel article on demographic changes in area
State of Wisconsin Jobs 2007 literature
ESTI market data service (a business market data service)

See sample single district application.

2. Provide any **projected changes** in current population demographics. *The applicant should include data by sex and race if possible*.

The applicant must provide any projected changes to the current population demographics by sex and race, if possible.

Resources available to assist eligible recipients in gathering information regarding trend data are as follows:

Workforce Development Board Labor Market Status and Trends (economic and business/industry growth including high skill, high wage, or high demand occupations for the region, workforce observations, and contact information for Workforce Development Board staff.): http://dwd.wisconsin.gov/oea/wda_map.htm

United States Department of Labor at http://www.bls.gov

See sample single district application.

3. List regional (or other relevant) occupational and employment **projections** leading to **high skill, high wage, or high demand occupations**. *Examples may include projections from Area Workforce Development Boards, Workforce Investment Act advisory bodies/reports, census occupational reports, or other similar labor market data sources. Note: This data should support the selected Programs of Study described in Section X, Part B.*

The applicant must list regional occupational and employment projections leading to high skill, high wage, or high demand occupations. Examples may include projections from Area Workforce Development Boards, Workforce Investment Act advisory bodies/reports, census occupational reports, or other similar labor market data sources.

This data supports the selected *Programs of Study* described in *Section X, Part B*. The applicant must describe the connection between the occupational/employment projections leading to high skill, high wage, or high demand occupations and **the selected Programs of Study by the school district.**

There must be an assessment of self-sufficiency status documented for high demand, low wage *Program of Study* occupations (Self-sufficiency tables are available on the CTE website at http://www.dpi.wi.gov/cte/pathways.html)

DPI has adopted the definitions used for high skill, high wage, or high demand occupations by the Wisconsin Technical College System.

See sample single district application.

Section III—Career and Technical Education (CTE) Program Description

School District's Career and Technical Education (CTE) Program Description [Fed. Req. #3(A)]

1. CTE programs offering a coherent sequence of courses, including *Programs of Study* [Fed. Req. #3(B), #3(C), and #3(D)]

1.a.
Describe policy on adoption and implementation of national, state, and local academic content standards in math, science, social studies, and English.

Identify **how** national **or** state **or** local content standards in the four assessed areas were adopted and implemented by the school district.

See sample single district application.

1.b.
Describe how the academic content standards are integrated into CTE course content and ensure that students who participate in such CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.

Review school board policy that relates to curriculum standards and describe **how** these standards are being met in CTE.

See sample single district application.

1.c.
Describe school district policy on adoption and implementation of national, state, and local career and technical standards and how such standards have been integrated into existing CTE courses.

Describe the school district policy on adoption of local **or** state **or** national CTE standards. How does that policy influence the development of courses within the district? All levels of standards adoption should be addressed. If a school district has not adopted one type of standard, it needs to provide rationale as to why that is and provide a plan on how it will be implemented in the future.

See sample single district application.

1.d.

Describe how CTE students are provided with strong experience in and understanding of all aspects of an industry. Description must include a minimum of one of the following: work-based learning opportunities, entrepreneurial experiences, safety and environmental issues, cultural diversity/global understanding, and/or integration of specific 21st Century Skills.

Describe how CTE students are provided with strong experience in and understanding of all aspects of an industry. The description must include a **minimum of one** of the following:

- work-based learning opportunities

In a narrative or chart format, describe each CTE discipline that participates in the state certified skills standards program. Discuss end-of-program national industry-based tests that are administered to determine student's success within the program; and write about academic competencies that are evaluated through state tests or other measures.

- entrepreneurial experiences

Describe how CTE students develop the skills needed to own a business or who have that entrepreneurial spirit needed by today's businesses.

- safety and environmental issues

Describe the connection between the curriculum and work-based learning experiences that allow students to learn about the world of work as it relates to safety one the job and environmental issues that are relevant to specific jobs/businesses and the growing and existing labor market.

- cultural diversity/global understanding

Describe how the district has utilized state certified skill standards in each CTE discipline. Through youth apprenticeships, internships, job shadowing, volunteering and school-based enterprises, students are able to experience diversity in the work place and with coursework in place are able to bring those experiences into the classroom in the form of facilitated discussion, case studies, and role plays.

- integration of specific 21st Century Skills

Describe how the integration of specific 21st Century Skills measure how CTE students are provided with a strong experience in and understanding of all aspects of an industry.
http://dpi.wi.gov/eis/pdf/1.17.07_wi21stcenturylaunch.pdf

See sample single district application.

4. Describe how the school district encourages CTE students to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965). [Fed. Req. #3(E)]

Describe how the school district encourages CTE students to enroll in rigorous and challenging courses in English, reading or language arts, mathematics, science foreign languages, civics and government, economics, arts, history, and geography.

See sample single district application.

5. Describe how funds will be used to promote preparation for non-traditional fields. (Fed. Req. #10)

   Describe how funds will be used by the school district to promote preparation for nontraditional fields.

   Non-traditional fields is defined by the Carl Perkins Act as occupations or field of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in such occupations or field of work.

   See sample single district application.

Section IV—Professional Development

Staffing, Recruitment, Professional Development, and Retention (Fed. Req. #4 and #12)

1. Summarize how the professional development plan promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE content for each of the following groups: career and technical teachers, academic teachers, school counselors, and administrative personnel.

   Describe how the school district professional development plan promotes relevant career and technical education integrated with coherent and rigorous content aligned with challenging academic standards. The plan should include the following classifications of employees within the school district: career and technical teachers, academic teachers, school counselors, and administrative personnel.

   See sample single district application.

2. Describe efforts to improve the recruitment and retention of CTE teachers and leaders and school counselors. Include in the description how individuals from groups under-represented in the education profession are attracted and retained.

   Describe how the school district improves the recruitment and retention of CTE teachers and leaders and school counselors.

   Also include how individuals from groups under-represented in the education profession are attracted and retained.

   See sample single district application.

3. Describe efforts to improve the transition of individuals from business and industry to teaching, if applicable.

   Describe how the school district transitions individuals from business and industry to teaching.

   See sample single district application.

Section V—School Counseling and Career Development

Comprehensive School Counseling and Career Development (Fed. Req. #11)

1. Describe how comprehensive school counseling is provided to students by addressing the following:

1.a. Describe the three domains of school counseling: academic, personal-social, and career development (includes career awareness, exploration, planning, preparation, and management) in elementary, middle, and high schools.

Describe how comprehensive school counseling is provided to students through the **three** domains of school counseling in elementary, middle, and high schools. **A chart format developed as a separate *Word* document is the most efficient way to supply this information to DPI/CTE.**

Examples may include the following:

The school counseling program needs to have program delivery content topic themes identified and benchmarked.

A curriculum action plan (CAP) should be developed with a clear structure for the delivery of these content topic themes **and** the associated Model Academic Standards/benchmarks within the three domains [academic, career, personal/social].

The CAP includes classroom school counseling curriculum, individual student planning, and responsive services. The CAP has a clear K-12 scope and sequence as well as a time allocation system established by level and across levels. The percentage of time allocated to the delivery system components is documented.

See sample single district application.

1.b. Identify the specific tools, events, or activities being implemented to carry out the career development program.

Describe how comprehensive school counseling carries out the career development program to students through the use of specific tools, events, or activities.

See sample single district application.

1.c. Describe how the student mastery of the career development grade level standards is ensured.

Describe how comprehensive school counseling is provided to students through the student mastery of the career development grade level standards.

Examples may include the following:

Accountability within the system is usually documented using process, perception, and results data from the delivery components.

The program may use pre/post test, inventories, surveys, rating scales, papers, portfolios, etc.

Some type of student/parent career conference is usually held with all students—once at the middle school and at least once during high school. Students have individual learning plans completed including an appropriate plan of study.

See sample single district application.

1.d. Summarize activities that will support student transition to post-secondary education or training.

Describe how comprehensive school counseling is provided to students through student transition support to post-secondary education or training.

Examples of how this can be accomplished are as follows:

- student and parent education/career planning conferences

- individual learning plans–including plans of study
- college fairs / visits
- financial aid workshops
- application/transcript submissions, and
- college/military rep visits.

See sample single district application.

Section VI—Stakeholder Involvement

Stakeholder Involvement (Fed. Req. #5)

1. Using the following chart, describe how each required stakeholder is involved in the development, implementation, and evaluation of CTE programs. *Description should include the role of the stakeholder. If stakeholder is not currently involved, describe plan to involve the stakeholder in the future.*

Describe **how each required stakeholder** [parents, students, academic/CTE teachers, representatives of business (including small business) and industry, labor organizations, special populations, Tech Prep consortia (if applicable), and other interested individuals] is involved in the **development, implementation, and evaluation** of CTE programs.

All required stakeholders must be described as being a part of various program/policy advisory groups or activities within the district. Applicant should provide more specific descriptions of the activities of the various groups. For example, what are the role/responsibilities of the stakeholder? Understanding how the stakeholder works together toward common goals would greatly enhance a reader's understanding of the initiatives being undertaken.

If stakeholder is not currently involved, describe plan to involve the stakeholder in the future.

See sample single district application.

2. Provide an overview of the coordination of CTE with relevant groups/organizations beyond the CTE program or outside of the school district. This overview may include high school reform efforts, reading across the curriculum, education committees of the economic development regions, etc. These groups may include Economic Development Regions, Workforce Development Boards, Tech Prep Consortia, other agencies and/or employers with an interest in career preparation and success of all students.

Provide an overview of the coordination of CTE with relevant groups/organizations beyond the CTE program or outside of the school district.

See sample single district application.

Section VII—Evaluation

Evaluation and Data-Driven Continuous Improvement of CTE, including Programs of Study (Fed. Req. #5 and #7)

1. Describe how the data related to the federal *CPA Core Indicators* and *Wisconsin's State Initiative* is used to improve CTE programming.

Describe **how** data related to CPA *Core Indicators* and Wisconsin's *State Initiatives* is used to improve CTE programming.

See sample single district application.

2. Describe the current identified needs for program development, program expansion, and program improvement, including the replacement of outdated courses.

Describe current identified needs for program development, expansion, and improvement, including the replacement of outdated courses.

See sample single district application.

3. Describe how student needs and priorities are evaluated in relationship to career development, 21st century skills, employability skills, and other skills.

Describe how student needs and priorities are evaluated in relationship to career development, 21^{st} century skills, employment skills, and other skills.

See sample single district application.

4. Describe types of data collected to evaluate and assess student outcomes. Types of data may include: end-of-course assessments, employer evaluation, student follow-up, student evaluation, enhancements to high school diploma earned, surveys, curriculum mapping, etc.

Describe types of data collected to evaluate and assess student outcomes.

See sample single district application.

5. Describe how data are analyzed and used to evaluate, develop, update, improve or replace courses, activities, instructional practices, and work-based learning.

Describe how data are used to independently evaluate and continuously improve or replace courses, activities, instructional practices, and work-based learning.

See sample single district application.

Section VIII—Special Populations

Career and Technical Special Populations *A description of the means by which members of special populations, including race/ethnic minorities, are not discriminated against in CTE.* (Fed. Req. #9)

1. Describe how individuals who are members of special populations are not discriminated against on the basis of their status as a member of the special populations. *Note: Students who are economically disadvantaged; foster children; academically disadvantaged; and students preparing for nontraditional fields are not currently protected by federal or state nondiscrimination laws or regulations.*

Describe how individuals who are members of the special populations, including sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability will not be discriminated against on the basis of their status as members of the special populations.

Students who are economically disadvantaged; foster children; academically disadvantaged; and students preparing for nontraditional fields are **not** currently protected by federal or state nondiscrimination laws or regulations. The applicant must describe how these special populations will be protected from nondiscrimination.

See sample single district application.

2. Describe the current program(s) related to each special population; identify specific career and technical education needs/barriers that exist for each special population; and identify specific strategies (possible strategy types described below) to meet needs and overcome barriers for each of the special population groups (including racial/ethnic minorities) identified in the following chart.

Note: Districts in compliance with Wisconsin's *Core Indicators* and *State Initiatives* will most likely still be able to document unmet needs or disproportionate outcomes for special population students and should, therefore, complete the strategies section of the following chart.

[The completed chart for the seven special populations (as a whole) should include strategies related to the following:

- Strategies to overcome barriers that result in lowering rates of access to or lowering success in the CTE programs for special populations,
- Programs that are designed to enable special populations to meet the *Federal CPA Core Indicators* and *State Adjusted Levels of Performance*,
- Activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency.]

Using the chart, describe the **current district program(s)**, identify **specific needs/barriers not met**, and identify **specific strategies to meet needs and overcome barriers for each of the special population categories** (including racial/ethnic minorities) that address the strategy types identified above. The completed chart (as a whole) includes strategies related to these three bullets.

See sample single district application.

Section IX—Compliance with Federal CPA Core Indicators and State Initiatives

Compliance with Federal CPA Core Indicators and State Initiatives (Fed. Req. #2)

The applicant completes *Sections IX.1* and IX.*2*. The "source document" for compliance with CPA *Core Indicators* and *State Initiatives* is the *FY '07 District Profile*. The *'07 District Profile* is available on the DPI website at **http://dpi.wi.gov/cte/veersprofile.html.** Using the coding on the *'07 District Profile*, indicate compliance/non-compliance with each of the federal *Core Indicators* and *State Initiatives*. In addition, each strategy to be used to bring a school district into compliance with the federal *Core Indicators* and *State Initiatives* must be identified as an *Activity* in the *Operational Plan* (embedded *Excel* workbook, *Section X).* Enter the corresponding *Section X, Part C Activity Number* in this chart.

1. Compliance with Federal Core Indicators

Section X, Part C Activity Number
Each strategy to be used to bring a school district into compliance with the federal *CPA Core Indicators* must be identified as an activity in the *Operational Plan (*embedded *Excel* workbook). Enter the *Section X, Part C Activity Number* in the chart.

FY '07 Compliance (Standard A)
Using the coding on the *FY '07 District Profile*, indicate the school district's compliance/non-compliance with each of the federal CPA Core Indicators for *Standard A*.

FY ’07 Compliance (Standard B)
Using the coding on the *FY ’07 District Profile*, indicate the school district’s compliance/non-compliance with each of the federal CPA Core Indicators for *Standard B.*

The *’07 District Profile* is available on the DPI website at http://www.dpi.wi.gov/cte/veersprofile.html

2. Compliance with State Initiatives

Section X, Part C Activity Number
Each strategy to be used to bring a school district into compliance with the *State Initiatives* must be identified as an *Activity* in the *Operational Plan (*embedded *Excel* workbook). Enter the *Section X, Part C Activity Number* in the chart.

FY ’07 Compliance (Standard A)
Using the coding on the *FY ’07 District Profile*, indicate the school district’s compliance/non-compliance with each of the *State Initiatives* for *Standard A*.

FY ’07 Compliance (Standard B)
Using the coding on the *FY ’07 District Profile*, indicate the school district’s compliance/non-compliance with each of the *State Initiatives* for *Standard B.*

Section X—Programs of Study

Use the embedded *Excel* file to complete a chart for each selected *Program of Study* unless applicant is using a locally-developed format as described below.

Upon completion of the *Excel* workbook, the applicant must mouse to Part B. Do not tab as this will create a new row.

The listing of clusters/pathways was changed in the summer of 2008. The drop-down box on the forms for Part A, Part B, and Part C has been updated to align with these changes.

Part A—Program of Study Chart [Fed. Req. #3(A)]

1. The applicant completes a *Program of Study Chart* using the embedded *Excel* workbook for each selected *Program of Study. Double-click to open workbook and save file to desktop.*

An applicant can use this chart **or** an applicant may submit a POS in a locally-developed format as long as the following criteria are met:

- Chart must label the *Pathway* name for each *Program of Study*,
- Chart must be at the *Pathway* level, not *Cluster* level,
- Chart must reflect both academic and CTE courses critical to the *Pathway*, and
- Chart must reflect both secondary and post-secondary sequences of coursework that result in a post-secondary industry related credential, certificate, associate or bachelor’s degree.

For a local school district which is at the “planning stage” for development, a *Program of Study* Chart does not need to be completed at this time.

A *Program of Study (POS) Chart* **must** be submitted for **each** selected *Pathway* in the application format provided (embedded *Excel* workbook*).*

An applicant may use a locally-developed chart as long as the criteria identified above are met. **Waiver**—for a local school district which is at the “planning stage” in the development of a *Program of Study,* a chart does not need to be completed. CPA 4 *Formula Allocation* funding can be used to **plan and develop** the *Pathway* as well as implement the *Pathway*.

To assist applicant in the development of a *Program of Study (POS) Plan,* **samples** for each of the 79 *Pathways* have been developed and can be found at http://dpi.wi.gov/cte/pathways.html . (The corresponding *Career Cluster* logo can be "copied" from the following samples.) The *Program of Study (POS) Plan* **must** represent **loca**l school district offerings and the degree programs of post-secondary partners.

Part B—Program of Study Description ***Complete one chart per Program of Study.*** *Double-click to open the following field to allow selection of the Cluster Name and the associated Program of Study. If a security macro dialog box opens, click the enable macro button. [Fed. Req. #3(A)]*

> For an applicant reporting more than one *Program of Study*, use the embedded *Word* document at the bottom of page 15 of the application.
>
> The applicant must use the following format when naming the file:
>
> 10 (fiscal agent name) Section X PART B – ____ (abbreviate the name of the Pathway)
>
> For each additional file created, continue with this naming sequence.
>
> **Upon completion of the *Program of Study Description*, the applicant must mouse to Part C. Do not tab as this will create a new row.**

Double-click to open the following field to allow selection of the *Cluster Name* and the associated *Program of Study*.

Cluster Name
From the drop-down box, select the *Cluster* name. During the summer, there were some changes to the name of clusters and the number of Pathways. The drop-down box reflects these changes.

Program of Study
From the drop-down box, select the *Program of Study.* During the summer, there were some changes to the name of clusters and the number of Pathways. The drop-down box reflects these changes.

1. This *Program of Study* prepares students for occupations that are: *Check all that apply but a minimum of one is required.*

If the *Program of Study* prepares student for occupations that are high skill, check box.

If the *Program of Study* prepares student for occupations that are high wage, check box.

If the *Program of Study* prepares student for occupations that are high demand, check box.

A minimum of one is required.

2. Does labor market information (LMI) described in *Section II.3* support the selection of the *Program of Study*?

If the *Program of Study* is support by LMI described in *Section II.3,* check *yes*.

If the *Program of Study* is not support by LMI described in *Section II.3,* check *no*.

3. What other information was used in the selection of the *Program of Study*? *Check all that apply.*

From the list provided, check if this information was used to select the *Program of Study*. If information was used that is not listed, describe the source.

4. Who are the partners and how are they involved in the selection, development, implementation, and refinement of this *Program of Study*?

List the partners **and** describe their involvement in selection, development, implementation, and refinement of this *Program of Study*

5. What is the progress/status on the five elements (*Wisconsin POS Implementation Component Guide*) for this *Program of Study* prior to the 2009-10 application?

5.a.
General or Foundations

Using the draft *Wisconsin Program of Study (POS) Implementation Component Guide* (**http://www.dpi.wi.gov/cte/cpapps.html**)**,** check the stage of development of the *Program of Study* **and** summarize what is in place to support this rating.

5.b.
School Counseling and Career Development

Using the draft *Wisconsin Program of Study (POS) Implementation Component Guide* (**http://www.dpi.wi.gov/cte/cpapps.html**)**,** check the stage of development of the *Program of Study* **and** summarize what is in place to support this rating.

5.c.
Rigorous Curriculum and Quality Instruction

Using the draft *Wisconsin Program of Study (POS) Implementation Component Guide* (**http://www.dpi.wi.gov/cte/cpapps.html**)**,** check the stage of development of the *Program of Study* **and** summarize what is in place to support this rating.

5.d.
Transition Planning and Policy

Using the draft *Wisconsin Program of Study (POS) Implementation Component Guide* (**http://www.dpi.wi.gov/cte/cpapps.html**)**,** check the stage of development of the *Program of Study* **and** summarize what is in place to support this rating.

5.e.
Accountability and Continuous Improvement

Using the draft *Wisconsin Program of Study (POS) Implementation Component Guide* (**http://www.dpi.wi.gov/cte/cpapps.html**)**,** check the stage of development of the *Program of Study* **and** summarize what is in place to support this rating.

6. Staff Participating in this *Program of Study*

Names of Secondary and Post-secondary Staff
Enter names of secondary and post-secondary staff participating in this P*rogram of Study.*

Title
Enter corresponding titles of secondary and post-secondary staff participating in the development/implementation/refinement of the selected P*rogram of Study.*

E-mail address
Enter the corresponding electronic mailing address for each of the secondary and post-secondary staff participating in this *Program of Study.*

***Representative Secondary CTE Signature for the Program of Stud*y**
This page must bear the **original** signature of a representative secondary CTE staff participating in this *Program of Study.*

Typed Name of Representative CTE Teacher
Enter typed name of the person who signed the application.

Date Signed
Enter the date the application was signed.

Part C—Program of Study Operational Plan [Fed. Req. #3(A)]

> Complete one chart for all selected *Programs of Study* by the school district.
>
> CTRL_SHIFT_T adds a new table for Activities and Costs for **each** selected *Program of Study*. A screen will appear asking the applicant for the location of the new table. Using the gridline of the spreadsheet, key in the row in this screen in the following format. An example: a new table needs to be inserted in the spreadsheet at row 49. The applicant enters 49:49.
>
> CTRL_SHIFT_R adds a row to the table. A screen will appear asking the applicant for the location of the row. Using the gridline of the spreadsheet, key in the row in this screen in the following format. An example: the row needs to be inserted in the spreadsheet at row 62. The applicant enters 62:62.
>
> CTRL_SHIFT_P adjusts print area.—this is critical if the applicant adds new tables to the spreadsheet and/or if multiple rows were added to one or more charts. It is recommended that the applicant re-set the print area **every time** rows or tables have been added to the spreadsheet.
>
> **Upon completion of the *Excel* workbook, the applicant must mouse to question 2. Do not tab as this will create a new row.**

1. Provide a description using the embedded *Excel* workbook of how the applicant plans to budget CPA money for *Programs of Study*. *Double-click to open workbook and save file to desktop.*

The workbook contains two tables:

- one for *Activities and Costs Shared Among Multiple Programs of Study* and
- one for *Activities and Costs for each selected Program of Study*

See instructions above for adding rows to a table or adding a table.

Complete *Fiscal Agent, Activity*, *Element Code, Date to be accomplished*, *Project Evaluation Method, Person and Position Responsible for Evaluation, Budgeted $$* (local and CPA).

The computer sums the costs for *Activities and Costs Shared Among Multiple Programs of Study* and for *Activities and Costs for each selected Program of Study.* The computer also "checks" the 5% cap for local administration and formula allocation amount.

See sample single district application.

Fiscal Agent
From the drop-down box, select the name of the school district which will be the fiscal agent for the application.

Total Budget for CPA Application *(Cell is yellow in color.)*
Enter formula allocation amount (*Checks* column).

Administrative Expenses/Local Budgeted $$ *(Cell is yellow in color.)*
Enter the amount of money budgeted locally for local administration of the grant.

Administrative Expenses/CPA Budgeted $$ *(Cell is yellow in color.)*
Enter the amount of money budgeted with CPA funds for local administration of the grant.

Activities and Costs Shared Among Multiple Programs of Study

Activity *List in sequential order. Include types of costs.*
Develop a chronological list of activities to be accomplished.

Also include the types of costs to be incurred for the *Activity. There should be a "tie" to the types of costs and the rationale described in number 2 below.*

Element Code
From the drop-down box, select one of the five elements of the *Program of Study (POS) Implementation Component Guide*.

G = General Foundations

S = School Counseling and Career Development

R = Rigorous Curriculum & Quality Instruction

T = Transition Planning and Policy

A = Accountability and Continuous Improvement

Core Indicator Compliance
From the drop-down box, select an "X" for each *Core Indicator* to be addressed as part of the *Activity*. A minimum of **one** *Core Indicator* per *Activity* is required.

1S1 =Academic Attainment

1S2 = Skill Proficiency

2S1 = Completion

2S2 = Diploma or Credential

3S1 = Placement

4S1 =Non-traditional participation

4S2 =Non-traditional completion

Date to be Accomplished
Identify the *Date* each *Activity* is to be accomplished. The date of the activity must be within grant period; i.e., July 1, 2009 through June 30, 2010.

Project Evaluation Method
Identify method in which the *Activity* will be evaluated.

Person and Position Responsible for Evaluation
Identify person and position responsible for evaluating each *Activity*.

Budgeted $$ Local
In chart format, applicant identifies the amount to be paid for each *Activity* with local funds. The computer automatically sums costs at the top of the *Excel* workbook.

Budgeted $$ CPA
In chart format, applicant identifies the amount to be paid for each *Activity* with CPA funds. The computer automatically sums costs at the top of the *Excel* workbook.

CTRL_SHIFT_T adds a new table for Activities and Costs for **each** selected *Program of Study*. A screen will appear asking the applicant for the location of the new table. Using the gridline of the spreadsheet, key in the row in this screen in the following format. An example: a new table needs to be inserted in the spreadsheet at row 49. The applicant enters 49:49.

CTRL_SHIFT_R adds a row to the table. A screen will appear asking the applicant for the location of the row. Using the gridline of the spreadsheet, key in the row in this screen in the following format. An example: the row needs to be inserted in the spreadsheet at row 62. The applicant enters 62:62.

CTRL_SHIFT_P adjusts print area.—this is critical if the applicant adds new tables to the spreadsheet and in some cases if multiple rows were added to a chart. It is recommended that the applicant re-set the print area every time rows or tables have been added to the spreadsheet.

Activities and Costs for each selected Program of Study

Activity *List in sequential order. Include types of costs.*
Develop a chronological list of activities to be accomplished.

Also include the types of costs to be incurred for the *Activity. There should be a "tie" to the types of costs and the rationale described in number 2 below.*

Element Code
From the drop-down box, select one of the five elements of the *Program of Study (POS) Implementation Component Guide.*

G = General Foundations

S = School Counseling and Career Development

R = Rigorous Curriculum & Quality Instruction

T = Transition Planning and Policy

A = Accountability and Continuous Improvement

Core Indicator Compliance
From the drop-down box, select an "X" for each *Core Indicator* to be addressed as part of the *Activity*

1S1 =Academic Attainment

1S2 = Skill Proficiency

2S1 = Completion

2S2 = Diploma or Credential

3S1 = Placement

4S1 =Non-traditional participation

4S2 =Non-traditional completion

Date to be Accomplished
Identify the *Date* each *Activity* is to be accomplished. The date of the activity must be within grant period; i.e., July 1, 2009 through June 30, 2010.

Project Evaluation Method
Identify method in which the *Activity* will be evaluated.

Person and Position Responsible for Evaluation
Identify person and position responsible for evaluating each *Activity*.

Budgeted $$ Local

In chart format, applicant identifies the amount to be paid for each *Activity* with local funds. The computer will automatically sum costs at the top of the *Excel* workbook.

Budgeted $$ CPA
In chart format, applicant identifies the amount to be paid for each *Activity* with CPA funds. The computer will automatically sum costs at the top of the *Excel* workbook.

If no monies are to be used, **enter 0**. The CPA column must equal the corresponding PI-1303, *Section XI* and PI-1303-A, *Section III*; i.e., the amount requested for the application.

CTRL_SHIFT_T adds a new table for Activities and Costs for **each** selected *Program of Study*. A screen will appear asking the applicant for the location of the new table. Using the gridline of the spreadsheet, key in the row in this screen in the following format. An example: a new table needs to be inserted in the spreadsheet at row 49. The applicant enters 49:49.

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CTRL_SHIFT_P adjusts print area.—this is critical if the applicant adds new tables to the spreadsheet and in some cases if multiple rows were added to a chart. It is recommended that the applicant re-set the print area every time rows or tables have been added to the spreadsheet.

2. Provide a rationale for all budgeted items identified in *Operational Plan*.

Applicant provides a rationale for all budgeted items identified in *Section X, Part C, Operational Plan*. The applicant should organize the rationale by *Program of Study* to assist the reader in review of the *Operational Plan.*

Section XI—Summary Use of CPA Funds

Enter the budgeted amount for each required and permissible use of funds. Remember to tab rather than "mouse." This allows the computer to calculate a total.

No more than 5 percent can be used for administrative costs.

Sum must equal project request; i.e., total on PI-1303, *Section X, Part .C* and PI-1303-A, *Section III*.